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ABSTRACT

This book aims to provide a succinct and clear overview of the principles and practices associated with adventure education in order to help practitioners do their work more effectively. Implicit in the book is a belief that adventure education has a positive impact on an individual's self-confidence, understanding of the world, and actual behavior. Although the validity of this assumption is now well documented, it is less clear how such impact is produced, what its relevance is for particular training and individual needs, and what the implications are for society. Program effectiveness depends upon a clear specification of the adventure education process and the relating of this process to specific individual needs. Part 1, "Development," introduces the main themes of adventure education and traces the evolution of the field from early philosophical antecedents and the beginnings of Outward Bound through an era of remarkable expansion during 1950-80. Part 2, "Principles," discusses the basic psychological and sociological ideas underlying adventure education and experiential learning, the principles involved in program design, and models and guidelines for applying theory to practice. Part 3, "Practice," uses "mini case studies" to examine the specific application of adventure education techniques in various settings. The case studies include programs in British elementary and secondary schools and communities; Outward Bound wilderness expeditions; and programs tailored to teachers, corporate managers, persons with disabilities, at-risk urban youth, and adult women. Part 4, "Themes," addresses current issues and trends in adventure education and key issues for the coming century. Contains 121 references and name and subject indexes. (SV)

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